



CHRIST THE KING CATHOLIC HIGH SCHOOL AND SIXTH FORM CENTRE

Disability & Access Plan

Disability Equality Scheme

Introduction

Christ the King School is committed to “provide a curriculum appropriate to the needs of all pupils” and to “provide a caring and secure environment to all” (school mission statement). In particular the Governing Body recognises its responsibility under the Disability Discrimination Act 2001 which prevents discrimination against disabled people in their access to education.

The Governing Body recognises:

Its Disability Discrimination Duties:

- not to treat a disabled student or prospective student less favourably than another for a reason related to their disability and without justification;
- to take reasonable steps to avoid placing disabled students at a substantial disadvantage without justification.;

Its planning duties

- to have strategies and plans that increase access to the curriculum for disabled students;
- to have strategies and plans to make improvements to the physical environment of the school to increase access to education and associated services;
- to make written information accessible in a range of different ways for students and other users.

And its duties to students having additional needs

- to identify;
- assess; and
- make additional or different provision available, for example: equipment or human resources, where necessary.



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Disability & Access Plan

The Disability Equality Scheme and Access Plan

The plan aims to improve access to all aspects of education at Christ the King School and is organised in a way that helps to identify and remove any existing barriers to student learning. It also aims to widen opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome.

The plan consists of four inter-linked elements:

- ✚ Processes of consultation
 - To ensure continuing processes of consultation with current users of the school.
 - To consult with future users of the school.
- ✚ Improvements in access to the curriculum by:
 - Providing for all students a curriculum that is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit from it.
 - Supporting students with medical problems, both temporary (eg broken bone) and permanent (eg epilepsy), to access the full curriculum.
- ✚ Physical improvements to increase access to education and associated services by:
 - Ensuring that all the school buildings and grounds are fully accessible to people with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.
- ✚ Improvements in the provision of information in a range of formats for disabled students and other users by:

Providing for students, their parents/carers and other partners, information about the school and its curriculum in a format that takes account of any



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Disability & Access Plan

Processes of Consultation			
TARGETS	STRATEGIES	OUTCOME	TIMEFRAME
To know the needs of current and future users of the school.	Letter to pupils and parents requesting information.	Obtain information about current student population and their parents	Autumn 2007
	Letter to feeder schools requesting information about future students.	Have a forecast of future needs in the school.	Spring 2008
	Invite parents/carers to provide information, confidentially, about any accessibility needs that they or their children may experience.	Ensure that student needs are systematically recorded. Ensure parents/carers needs are met.	September 2007



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Improving Access to the Curriculum			
TARGETS	STRATEGIES	OUTCOME	TIMEFRAME
To ensure that all pupils can access a curriculum that matches their needs.	Review the curriculum structures and the opportunities available for all students	Individual students experience a broad and balanced curriculum suited	Annually
	To review the SEN Policy and the Inclusion Policy.	Have revised and up to date policies.	Annually
	To introduce the use of 'P' scales when assessing students working below NC level 3 .	Enable appropriate target setting and more personalised learning	Summer 2007
	To review the use and deployment of TAs to maximise impact.	More students have appropriate support in class.	Summer 2007
	To ensure a range of extra-curricular activities is available for all,	More opportunities for students with disabilities.	Autumn 2007
	To increase staff awareness of disabilities.	The use of a wider range of teaching styles.	Autumn 2006 and annually
	To provide staff with training to help them prepare materials that can be accessed by a wider range of students and to raise awareness of the readability of materials they are using.	Students are better able to access curriculum materials used in their work.	
To ensure that technologies are used to help students to access the curriculum they need.	To ensure that specific technologies that can give students access are used (eg technologies for visually or hearing impaired)		
	To ensure that ICT facilities can be accessed to the greatest possible extent.	Physical modification of workstations and use of accessibility software.	As required.
	Wherever possible, use technologies to enable pupils to access the mainstream curriculum		



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Improving Physical Access			
TARGETS	STRATEGIES	OUTCOME	TIMEFRAME
Ensure the school building and grounds are accessible to pupils and other partners.	To ensure wheel chair access to all ground-floor rooms.	All students can access ground floor rooms.	Summer 2007
	Include ramps and handrails as required.	All students can access ground floor rooms.	Summer 2007
	To review positioning of specialist rooms to ensure easy access to students with limited mobility.	To maximise access to specialist rooms.	Summer 2007
	To improve doors to aid wheel chair access.		
	To plan colour schemes to aid visually impaired. To include contrasting colours on door frames and high visibility edges to stairs.	To aid visually impaired in their movement around school.	Ongoing
	Introduce high visibility signs for persons with visual impairment.	To aid people finding their way around school	
	To ensure all new building work and modifications are planned to give maximum accessibility.	To maximise access for all students and their parents/carers	Ongoing



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Improving Communication			
TARGETS	STRATEGIES	OUTCOME	TIMEFRAME
To provide students and their parents with information in a format that takes account of any disability they may have.	To increase the number of documents processed in school that are 'dyslexia friendly'.	To improve access to information and curriculum materials for students and parents/carers.	September 2006
	To ensure school documents are available in alternative forms and languages.	To improve access to information and curriculum materials for students and parents/carers.	As required
	To ensure that electronic communications can be accessed in large font sizes.	To improve access to information and curriculum materials for students and parents/carers.	Autumn 2007